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ABSTRACT

In May 1971, Seton Hall University developed a 6-week program designed to alleviate the academic losses that students suffered as a result of the 11-week teachers' strike in Newark, New Jersey. This experimental design has evolved into a year-round project in Newark for 1971-72. Thirty-six prospective teachers in two high schools and 125 teachers in seven elementary schools, guided by 10 clinical professors, determined achievement levels; detected health difficulties; planned materials and methods; and instructed, counseled, and evaluated on a one-to-one and small group basis. They assisted 1,000 failing and borderline students who had various academic and personal problems. The college students and their professors worked 4 hours daily in the schools and attended afternoon evaluative, planning, and instructional minars. These seminars included topics pertinent to their experiences from psychology, philosophy, methodology, sociology, reading, counseling, and evaluative and follow-up techniques. Field work and seminar participation enabled sophomores and juniors to earn six academic credits; senior and graduate student teachers earned eight. A digest of descriptive and evaluative reports are included. (Author/MJM)

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JUN 24 1971

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N.J.

OFFICE OF THE COMMISSIONER

June 22, 1971

Dear Dean Callan:

Thank you for providing me with the newspaper stories about Seton Hall's noteworthy commitment to help the young people of Newark.

Seton Hall's response to the crisis in Newark should serve as a model for all institutions of higher education, and I am sure the experience will be rewarding both to the university students who are participating in the program, as well as to the unfortunate victims of the Newark school strike, whom you have unselfishly chosen to help.

Please convey my most sincere gratitude to everyone concerned.

Sincerely,

Carl L. Marburger
Commissioner of Education

Dr. John H. Callan
Dean
Seton Hall University
South Orange, New Jersey 07079

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COMMITMENT TO CRISIS

Individual and Small Group Assistance to Students in the Elementary and Secondary Schools of Newark, New Jersey

by

One Hundred Sixty-one Prospective Teachers

in the

School of Education of Seton Hall University

May 17-June 25, 1971

Program Director

Dr. John H. Callan, Dean

School of Education

Program Development Committee

Clinical Professors - Secondary Education

Mr. Bernard A. Duffy, Assistant Dean, School of Education

Dr. Albert W. Reiners, Director, Educational Research

Mr. Francis E. Boccia, Director, Student Teaching

Mr. Nicholas Menza, Associate Professor of Education

Clinical Professors - Elementary Education

Dr. Oreste R. Rondinella, Chairman, Elementary Education

SP005828

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SUMMARY

Seton Hall University's immediate response to an emergency has developed into a continuing commitment to crisis in education. The Newark Public Schools' request for help following the lengthy teachers' strike was answered by the University's School of Education with an innovative six-week program (May 17-June 25, 1971). This experimental design has evolved into a year-round project in Newark for 1971-72 and has influenced similar Seton Hall-New Jersey public and parochial school programs.

Thirty-six prospective teachers in two high schools and one hundred twenty-five in seven elementary schools, guided by ten clinical professors, determined achievement levels, detected health difficulties, planned materials and methods, instructed, counseled, and evaluated on a one-to-one and small group basis. They assisted one thousand failing and borderline students who had various academic and personal problems.

The college students and their professors worked four hours daily in the schools and attended afternoon evaluative, planning, and instructional seminars. These seminars included topics pertinent to their experiences from psychology, philosophy, methodology, sociology, reading, counseling, and evaluative and follow-up techniques. Field work and seminar participation enabled sophomores and juniors to earn six academic credits; senior and graduate student teachers earned eight.

Due to the dedication and commitment which our fledging teachers brought to the students entrusted to them, the original goals of the program were surpassed. This intensive experience enabled the college students to emerge from the program with a professional and personal enrichment which they believe could never have been otherwise obtained.

As a result wider dimensions were added to the teacher education program at Seton Hall. This mutually beneficial program serves as a model for cooperative ventures between urban and suburban schools and teacher education institutions.

INTRODUCTION

When Seton Hall University was called upon by the Board of Education of Newark, New Jersey, to meet an emergency, the School of Education was well prepared for an immediate and continuing Commitment to Crisis. The faculty has been continually exploring new dimensions and experimenting with new approaches to meet the challenges confronting teacher education and the schools. The Department of Elementary Education has been involving its students in observation and teaching from the freshman through the senior year in urban and suburban schools. The Department of Secondary Education has increasingly incorporated classroom participation into its methods, curriculum, and educational psychology courses. Active involvement in social agencies is an integral element of the Culture, Community, and Secondary Schools course. In addition, the Seton Hall High School Head Start Program in Newark and Paterson has provided prospective teachers with direct involvement in education in the inner city over several summers.

In May, 1971, the University received a telegram from the Newark Board of Education requesting help to alleviate academic losses that students suffered as a result of the eleven-week teachers' strike. Dr. Benjamin Epstein, Assistant Superintendent of Schools, conducted a planning meeting with representatives of colleges in the Newark metropolitan area. Dr. E. Alma Flagg, Assistant Superintendent in Charge of the Elementary Schools, was assigned to direct the project, assisted by Mr. Nathaniel Potts, Director of Volunteer Services. Mrs. Carol Graves, President of the Newark Teachers' Union, had expressed support of the project.

Priority needs of students were listed. The basic approach suggested at the planning meeting was one-to-one tutoring by college volunteers during

the school day, after school hours, or on Saturdays. The program was to run from the middle of May until the schools closed on June 25. Each college was free to develop and implement its own program. Seton Hall was assigned the seven elementary schools and two high schools in the West Ward of the City.

The School of Education envisioned the request for help as an opportunity to develop a program that could:

1. Meet the emergency
2. Become a year-round venture that would benefit the Newark Public Schools and teacher education
3. Become a model for effective and economical cooperative efforts between school districts and teacher education institutions.

The program is explained according to overall design and development and its operation in the high schools and elementary schools. Integral with the analysis are digests of the college students' reports of their experiences, reactions, and evaluations.

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

A six-week intersession, May 17-June 25, 1971, involved 161 prospective teachers and 10 School of Education faculty in two high schools and seven elementary schools in the West Ward of Newark. The college students provided instruction, guidance and counseling, and evaluation on a one-to-one and small group basis. They were involved in planning, determining student learning disabilities, testing and evaluating students, and detecting health deficiencies. They served in the schools daily from 8:10 a.m. until 1:00 p.m. and attended seminars in the afternoon for evaluation, planning,

sharing experiences and relating experiences to education course content. They maintained daily logs and prepared final reports based on their logs and their reactions to the program. They received academic credits toward their teacher education requirements.

The clinical professors planned the initial program, served in the schools daily, providing guidance to the prospective teachers and maintaining contact with the school staffs, and conducted the afternoon seminars.

Development of the Program

The program was directed by Dr. John H. Callan, Dean of the School of Education, who assigned the faculty members who were to plan and conduct the project. Professor Bernard A. Duffy, Assistant Dean, and Dr. Albert W. Reiners, Director of Educational Research, designed the phase of the program for the secondary schools. Dr. Oreste R. Rondinella, Chairman of the Department of Elementary Education, and his faculty designed the elementary school phase. The two groups coordinated efforts to establish common purposes and outcomes.

Planning began immediately following the initial meeting with the Newark Board of Education. The faculty realized that they had to face major difficulties in planning and conducting a program that would be successful.

1. Time was a pressing problem. The Seton Hall academic year ended May 9. In order to recruit and enroll students, contacts were made by telephone, in addition to using press and radio announcements.
2. It was necessary that candidates be selected very carefully. They would have to work very hard during the thirty days. They would have to be highly sensitive to the needs of their students, in order to establish rapport and stimulate

interest and motivation. They would have to be diplomatic, in order to win the approval of the school administrators and teachers. Actually, they would have to assume the role of professionals with a high dedication and commitment.

The program was explained to each candidate during a personal interview. If he remained enthusiastic after the facts were presented to him, he was selected. Although academic records were reviewed, less importance was placed upon them than on indications of serious dedication. In addition, the faculty committee members had had some association with many of the candidates.

3. The question arose as to whether some students, including several graduate students in the Master of Arts in Teaching program, might fulfill their student teaching requirements by serving in the program.

There would be the disadvantage of not gaining a full eight weeks experience in classroom management and routines and of not teaching whole units to entire classes. The advantages would include the important experiences gained from the close relationships formed in working on a one-to-one or small group basis; the intensive involvement of inner city teaching; and the opportunity for the college students to complete degree requirements and graduate six months earlier and, hence, be free to begin their careers.

The deliberations brought out that conventional student teaching might not be the only or even the best way to prepare teachers. The decision was made to enroll those students, award them the eight credits given for student teaching, and hope that they would have opportunities to teach entire classes, possibly as substitutes, during part of the six-week period.

4. Although all of the planners had had considerable experience in education in the inner city, they were well aware that

they faced the unknown in many respects.

The evils that accompany urban blight and deterioration in Newark are equal to, if not worse than, those of any city in the nation. The eleven-week teachers' strike, the longest and most agonizing of any in the history of American public education, left wounds in the schools and community that would be long and difficult to heal. The strike, having ended two months before the close of the school year, left school staffs harried by the tasks of catching up. Student absenteeism was at a high; many students had lost any habits of regular attendance they might have formed. The teachers might very well consider college students assigned to them as another burden. They might view college professors in the schools as do-gooders who had descended from their ivory towers.

The planning faculty had been informed that facilities for individual and small group assistance would be inadequate. They would have to use lunchrooms, libraries, closets, hallways, or any other place they could find.

The major unknown factor facing the college students was their reception by the pupils assigned to them. The pupils might not look with favor upon being singled out for help and taken from their peers in the classroom.

This promised to be a venture unlike any that college professors and their students had ever had to face. Moving into it might indicate courage, stupidity, dedication or, perhaps, a unique combination of all three.

Objectives of the Program

The overriding objective of the program was to assist as many elementary and secondary students as possible. It was our overall aim to help them overcome academic deficiencies they may have incurred as a result of the teachers' strike. We hoped that as a result of our efforts all these students would achieve some measure of success.

Other general objectives were the following:

1. To provide an intense impact experience for 161 prospective teachers in iner city schools as an important phase of their teacher preparation; to have them acquire this experience in actual professional roles rather than as aides or tutors.
2. To conduct a program that would not be limited to one six-week effort but that would be accepted by Newark as a year-round cooperative program with Seton Hall.
3. To present a program that would attract interest of other school districts, suburban as well as urban, as effective and economical in providing personal assistance to students who need it in order to achieve success.
4. To modify education course content and method for applicability to experiential dimensions in teacher education.

The following were the specific objectives of the clinical professors for their college students:

In the Elementary Schools

1. Diagnosis of particular needs of learners.
2. Determination of those methods and materials which are appropriate for individuals or small groups.
3. Application of particular methods.
4. Evaluation of the results.

In the Secondary Schools

1. Determination of the levels of understanding of the individual in the particular subject in which he was being assisted; whether algebra, English, history, foreign language, geometry, or health and physical education.

2. Determination of disabilities that might impede learning: reading, health, particularly vision, or personal problems.
3. Planning lessons appropriate to the instructional level of the individual, including selection and use of materials and evaluation of progress.

Personnel in the Program

Program Director, Dr. John H. Callan, Dean, School of Education

Personnel in Secondary Schools

School	Clinical Professors	College Students
Vailsburg High	Mr. Bernard A. Duffy Mr. Francis E. Boccia	19 sophomores, juniors, seniors, graduate MAT
West Side High	Dr. Albert W. Reiners Mr. Nicholas Menza	17 sophomores, juniors, seniors, graduate MAT

Personnel in Elementary Schools

Schools	Clinical Professors	College Students
Mt. Vernon Alexander Street 15th Avenue 14th Avenue Lincoln South 17th Street Speedway Avenue	Dr. Oreste R. Rondinella Dr. Helen B. Warrin Mr. Dennis L. Baratta Dr. Francis X. Sullivan Mr. Anthony J. Colella Miss Angela M. Raimo	125 sophomores, Juniors, seniors

Newark Board of Education personnel included Dr. Benjamin Epstein, Assistant Superintendent in Charge of Secondary Education, Dr. E. Alma Flagg, Assistant Superintendent in Charge of Curriculum Services, Mr. Nathaniel Potts, Director of Volunteer Services, Mrs. Jeanette Williams, Principal, West Side High School, Mr. Irving Friedman, Title I Coordinator, West Side High School, Mr. John Petitti, Acting Principal, Vailsburg High School, Department Chairmen in the High Schools, and

classroom teachers.

Participating in the operation of the elementary school program were the seven principals from the schools involved. These included: Miss Marie Yaraminas, Mt. Vernon; Mrs. Elsie D. Cavicchia, Alexander Street; Mr. Hyman M. Jacobs, 15th Avenue; Mrs. Lillian Gibson, 14th Avenue; Mrs. Eileen G. Fletcher, Lincoln; Mr. Jerome B. King, South 17th; Miss Marion Smith, Speedway; and their faculties.

Approximately 240 high school students, freshman through seniors, received assistance in the following subjects: English, French, Spanish, algebra I and II, plane geometry, European history, American history I and II, biology, general science, and health and physical education.

Approximately 800 students in the elementary schools received assistance in the academic skill subjects, grades one through eight.

In addition to one-to-one and small group instruction, some of the college students on accasion taught entire classes in both the elementary and high schools.

Budget of the Program

Although there was a general cost analysis, there was no specific budget for the program. There was no funding. Seton Hall University bore all expenses. The Newark Board of Education stipulated at the outset that there was no money available in their budget for the program. The college students paid tuition for six or eight credits at the prevailing rate per credit. The clinical professors were paid for the six-week intersession on a per credit rate. Other costs necessary to the program were absorbed under the annual Seton Hall budget.

It is important to note that some sort of funding would be necessary for continued operation of such a program either through grants or shared expenses with a school district. Also, students and professors would have to be willing to extend time and effort well beyond what is expected in taking college courses and in teaching usual course loads. Both professors and students were on the job for thirty full days and often spent evenings and weekends in planning. In order to be successful, such programs would require some money and a great deal of service.

Evaluation Procedures and Data

Several procedures were instituted to evaluate the program. Dr. Reiners prepared and administered questionnaires to the following:

Students who received help in the two High Schools

Department Chairmen and teachers

The college students.

Evaluations of the program and the seminars constitute an important part of the final reports of the college students. Digests of those reports follow the description of the program as it operated in the high schools and elementary schools. These give a very complete picture of the program's strengths and weaknesses and constitute an integral part of this explanation and analysis.

Another evaluation conducted at West Side High School consisted of two Title I Advisory Committee meetings. The Advisory Committee was made up of parents of high school students and teachers. Mr. Friedman, Title I Coordinator, requested the attendance of Dr. Reiners and Mr. Menza at these meetings, the agenda of which were description and evaluation of the program. Mr. Boccia, who was supervising at Vailsburg High, also attended. The program was very well received by the Committee, which recommended that it be conducted through the entire school year of 1971-72.

RESULTS OF QUESTIONNAIRE TO HIGH SCHOOL STUDENTS WHO WERE ASSISTED

	West Side	Vailsburg	Total
1. Students who responded	94	103	197
2. Grade levels instructed			
Freshmen	31	25	56
Sophomores	34	34	68
Juniors	17	28	45
Seniors	10	16	26
3. Curriculum areas of students			
College preparatory	46	58	104
Business	34	34	68
General	15	10	25
4. Intention of students on graduation from high school			
Intend to graduate	89	85	174
Do not intend to graduate	0	5	5
Not sure	5	13	18
5. Ambitions beyond high school			
College	41	46	87
Occupation	31	28	59
Other type of school	9	14	23
Undecided	13	12	25
College and job	0	3	3
6. Subject in which instructed			
English	58	37	95
French	0	5	5
History	23	10	33
Mathematics	12	12	24
Physical education and health	0	40	40
Science	5	29	34
Spanish	0	10	10

The above were instructed on a one-to-one or small group basis, ranging from two to eight in a group. In addition, the prospective teachers, especially those fulfilling student teaching requirements, taught entire classes from time to time. These were in English, history, mathematics, biology, Spanish, French, and physical education and health. On some occasions the college students were engaged as substitutes when regular teachers were absent.

7. Reactions to being assisted			
Liked receiving help	88	103	191
Did not like help	8	14	22
Not sure	11	2	13

RESULTS OF QUESTIONNAIRE TO HIGH SCHOOL STUDENTS WHO WERE ASSISTED

	West Side	Vailsburg	Total
8. Concerning improvement			
Believed they improved	85	98	183
Felt did not improve	2	0	2
Not sure	7	5	12
9. Whether liked instructors			
Liked	88	103	191
Did not like	0	0	0
Not sure	6	0	6
10. What they liked best about program			
Getting out of class	23	17	50
Getting help	56	80	136
Talking with instructors	18	29	47
11. Whether they liked leaving regular classes for help			
Liked leaving	69	45	114
Did not like leaving	8	14	22
Not sure	17	15	32
12. Preference for help at end of day			
Would prefer	13	6	19
Would not prefer	60	81	141
Not sure	15	16	3;

The students were asked by why thought they were selected by their teachers to be tutored. The majority gave positive reasons, such as:

1. The students volunteered for help
2. Teachers felt they needed the help
3. They were absent and got behind in the work.

Very few gave negative responses, such as:

1. The teacher wanted to get them out of the room
2. They were troublesome in class.

In response to whether they thought the program should be continued through the school year, the overwhelming majority answered in the affirmative. In the free response section of the questionnaire many suggested that such programs be held in other schools and cities.

ANALYSIS OF QUESTIONNAIRE TO HIGH SCHOOL STUDENTS

Responses indicate the following:

1. Most teachers who sent students for help selected those who might benefit
2. Although most of the students lacked motivation, they had potential for improvement
3. The great majority of students liked the idea of getting individual help and virtually all liked the college students who worked with them.

Although some liked the idea of getting out of class and others enjoyed talking with instructors, most wanted the help. It seems that those who did not like leaving class, at least at first, did not want to be singled out among their peers. The majority of students would not favor after school tutoring, although some might accept it. Many would prefer study periods and did use study periods in Vailsburg. The school day in West Side included few, if any, study periods. The high school students, as well as the college students, wanted better facilities for tutoring. This was not possible, due to the present overcrowded conditions and limited space in both schools.

RESULTS OF QUESTIONNAIRE TO TEACHERS, CHAIRMEN, ADMINISTRATORS AT WEST SIDE AND VAILSBURG HIGH SCHOOLS

The clinical professors hesitated to ask the teachers, who were burdened with many end-of-the-year taks, including much paper work, to fill out a questionnaire. After consultation with the school administrators, they decided on a one-page instrument. There was no insistence that staff members respond. A total of twenty-five did respond. Results are as follows:

Question	Very Helpful	Of Some Help	Of Little Help
Do you think the tutors were helpful?	23	2	0

Check characteristics you think the tutors reflected		
	Serious, Businesslike	Competent in Subject
	23	18
	Gained Rapport with Students	Pleasant to Work With
	23	22
	Enthusiastic	Careless, Lacked Interest
	21	0
	Acted Like Do-gooders	
	0	

	Very Helpful	Of Some Help	Of Little Help
Do you think the program had significant effects on raising grades or performance?	19	5	1
Do you think the program should be conducted on a year-round basis?	Yes	No	Undecided
	23	1	1

The questions that pertained to correlation with education courses, preference for straight volunteers, and presence of clinical professors were not clearly worded and received a variety of answers with many undecided.

Few of the teachers wrote comments at the bottom of the page. Those who did stressed the value of a year-round effort. Several emphasized a closer working relationship between teachers and college students in planning and determining student weaknesses. Two comments questioned replacement of practice teaching. One opposed the idea of "tuition courses" being tied to tutoring. Several noted the need of space for working with students.

It was clear from the questionnaire, as it was from other sources of evaluation, that the staff in general found the program very helpful, accepted the college students, and wanted it continued on a year-round basis.

"The Seton Hall Tutorial Program seems to have been most helpful at West Side. Considering the special problems of an inner city school, continued tutorial programs at the High School could prove to be a successful aid to West Side students.

"My contact, particularly with Mr. Jerry Ciccone, has been most valuable and he has been most helpful with my fifth period algebra class.

"One small recommendation would be to integrate more classroom activity into the program so that tutors might more realistically complete their student teaching requirements. One-to-one or one-to-two tutorial sessions do not actually give a prospective teacher an insight into classroom techniques and problems."

Respectfully,

John Howard

RESPONSES TO QUESTIONNAIRE OF COLLEGE STUDENTS IN THE HIGH SCHOOLS

Of the thirty-six prospective teachers in the two high schools, thirty-two responded. College students were asked to rate items according to the following:

1. One of the most valuable experiences in my teacher education
2. Of moderate value as part of my teacher education
3. Of less value than courses and classroom observations
4. Of virtually no value toward my goals in preparing to teach

Items	Ratings				
	1	2	3	4	Total
1. Instructing on a one-to-one basis	20	11	0	1	32
2. Instructing small groups	17	15	0	0	32
3. Teaching entire classes	14	10	1	0	25
4. Gaining knowledge about teaching from teachers in the schools	4	17	10	1	32
5. Gaining knowledge from Department Chairmen	8	14	7	3	32
6. Value of guidance from Seton Hall professors who were in the program	16	13	2	1	32
7. Value of afternoon seminars	6	19	2	5	32
8. Value of tutoring as adjunct to education courses	24	7	1	0	32
9. Value of tutoring in place of student teaching	14	11	5	2	32
10. Value of gaining experience in urban rather than in suburban schools	19	13	0	0	32
11. Value of establishing close relationships with urban students	22	10	0	0	32
TOTAL RESPONSES	164	140	28	13	

Analysis of Results

There was decidedly favorable reaction of the prospective teachers to the overall program with some minor dissatisfaction in some areas. It is known that one college student showed negative reaction to some aspects of the program and expressed doubt about continuing to pursue teaching as a career.

Comment Section of the Questionnaire

The prospective teachers were asked to comment on specific aspects of the program. A summary of the comments follows:

	Aspect of Program	Summary of Comments
a.	On the students you worked with	Almost unanimous that working with the students was a great experience
b.	Chairmen, teachers, administrators with whom they worked	In general, favorable attitudes toward them with a few exceptions
c.	Idea of a structured program with incentives rather than strictly using volunteers	All favored structure and organization with incentives; felt that without these a program would fail
d.	Afternoon seminars	Ranged from highly valuable to a "waste of time"; most favored seminars but would reduce number and encourage more small group dialogue
e.	Seton Hall faculty in program	Virtually all considered professors understanding, helpful, and essential to program
f.	Assignments: daily log and final report	Virtually all felt assignments were fair and necessary. Some considered them very valuable. A few felt they were too much to add to an already heavy load
g.	Placing program on a permanent basis	All favored year-round program
h.	Ways to improve program	Better facilities for work, more communication with teachers working with them in schools, improvement of seminars

Three examples of responses that seem to express the feelings of most of the prospective teachers are included in this evaluation:

"I believe the program was an experience which I will long remember and look back upon throughout my teaching career. It provided me with an insight into teaching, especially in an inner city school, which I would not have had in any traditional type course. I think the relationships with administrators, department chairmen and teachers were, in general, good. The relationship with Seton Hall faculty and students was more than a teacher-student relationship. It expressed itself more as a relationship of working together on a professional level in obtaining a specific goal. As to the future of the program it would be a gigantic waste, if it were not continued and expande . It has served to educate future teachers and, more importantly, to help students benefit more from the educational process."

"The program was for me the most rewarding of my life. I used it as a learning experience for myself and it gave me a deeper insight into myself, my strengths, my weaknesses, and my limitations. I feel that one is most human when he is committed to something and able to use that commitment to help people find something new and good in themselves."

"I enjoyed the experience. The students were mostly fun to work with and I learned a great deal from them. The most valuable assistance was given by my Department Chairman and the professors in the program. Without them I would have been in the dark. The program definitely helped me decide on teaching as a career. I not only found that I liked the

the idea of teaching, but also gained a great deal of confidence by being on the firing line. I feel that the program should continue the year-round for the benefit of the Newark students and to allow more prospective teachers to experience a taste of teaching. I recommend that all education majors do this type of field work, before they go out and student teach."

Contribution of the Program to Teacher Education

The program, which began as an effort to meet an emergency, has become a Seton Hall School of Education-Newark Public Schools cooperative venture during the 1971-1972 school year. The program assists students who suffer academic deficiencies, and provides intense impact experience in urban schools for prospective teachers. The program will operate in the schools of Newark's West Ward during the Fall and Spring semesters, and an intersession similar to the one described here will be conducted. In addition, similar Seton-Hall-school district cooperative programs that have been influenced by the Newark effort are currently in operation in Matawan, Morristown, Millburn, and South-Orange-Maplewood Public Schools, St. John's, Our Lady of the Valley, and Our Lady of the Blessed Sacrament Catholic Schools, for the 1971-72 year.

The program had dual effectiveness: direct benefit to the Newark students and to the Seton Hall future teachers. In addition, the clinical professors can bring the insights and experiences gained during the Newark Program to course areas.

Accomplishments include:

1. Advancement of students who had been failing subjects, or who were close to failure and needed motivation through close personal attention in order to gain confidence and succeed.

2. Financial savings to the Newark Schools as a result of reducing the number of repeaters.
3. Enthusiastic acceptance of the program and the college students by most of the administrators and teachers in the schools.
4. New dimensions added to the experiential phase of teacher education in the School of Education of Seton Hall University and inclusion of prospective teachers in similar efforts in other school districts, both urban and suburban.
5. Continued modification of teacher education course structure, content, and method in order to achieve greater appropriateness and applicability to the experiential aspect and to issues and challenges that confront elementary and secondary schools and teacher preparation.

It is doubtful whether such a setting, somewhat dramatic, somewhat romantic, somewhat turbulent, would ever be duplicated to provide motivation for the degree of dedication, commitment, creativity and professionalism that was achieved by the 161 fledgings in this program. Yet, perhaps every school system presents a somewhat similar setting. Many students are failing in school, and probably some schools are failing students. Dr. Epstein related that any such relationship that the program established could not lose and had to be a bargain. As he saw it, there is only one approach better than

one-to-one instruction and that is one with two teachers to one student.

The style of many college students today calls for creative activism, to be able to fulfill a craving for commitment. For prospective teachers, listening to lectures in college and even participating in simulations or observations will not satisfy a need to find out if one should really become a teacher. Such a program can help and can have a very maturing effect, as well as being highly beneficial and economical for school districts.

Description of the program as it operated daily in the high schools and elementary schools follows this report; then the digests of the college students' reports, including on-the scene photographs; then press accounts and other supplementary materials.

THE PROGRAM IN THE HIGH SCHOOLS - WEST SIDE AND VAILSBURG

After the candidates were selected for the program, an orientation meeting was conducted at Seton Hall. The 36 prospective teachers and the four clinical professors were introduced. The students were assigned to the respective high schools. They were informed that they would instruct in their major fields, or in their minor teaching fields if theré should be a greater need; or possibly in another field of competence in case such demand arose. They were given "assurance" that they and the clinical staff would be entering the unknown, that all would have to listen carefully, tread softly and be flexible to any situation. They

were requested to <u>never</u> discuss the teachers' strike, but to listen respectfully if it were discussed. They were instructed to meet Monday, May 17 at the front portals of the high schools.

<u>West Side High</u>

West Side is located two miles from Seton Hall. It is an old building with inadequate facilities and is very overcrowded. The student body is almost totally Black.

The team was ushered into the library where they met the Principal, Mrs. Jeannette Williams, Mr. Irving Friedman, who was to be the school's liaison officer, and the Department Chairmen in English, history, mathematics and science. The Chairmen welcomed the students and professors, conferred with them and assigned the college students to teachers. Although the teachers seemed a little puzzled over the new arrivals and the roles they were to have, they accepted them as "tutors," a conventional term in the schools, even though their roles were to far surpass what is usually considered tutoring.

Dr. Reiners and Mr. Menza were allowed to share the Title I Office, where the young teachers were required to sign in daily at 8:10 AM and out at 12:30 or later. The professors spent most of their time walking halls or meeting their students between 8:45 and 10:00 AM in the cafeteria, another base of operations where coffee was available, or later in the faculty room.

The first day seemed to go very well and much of the early anxiety was reduced by seminar time on Campus at 2:00 PM. At that seminar,

first experiences were shared and real enthusiasm was generated. Of course, there was the anticipation of the second day, when the "tutors" would meet their tutees for the first time.

There was some suspicion on the second day by high school students and teachers, which was to be expected. Who were these college students; part of the youth that had exploded college campuses the year before? Were they being paid? What were the professors getting out of all this? What would they know about real life in urban schools, not the life they read about and probably present in their lectures? The high school students had added suspicions. Why were they being pulled out of classes, singled out for tutoring? Were they dumb? Did teachers want to get them out of their hair? Of course, several volunteered for the extra help. Some "split," left the building rather than go to their assigned tutors. That was soon remedied and one became accustomed to seeing a tutor lead his or her group from the classroom to the designated area.

Work space was a problem. Any available spot was used: library, cafeteria, auditorium, borrowed offices - in Vailsburg, hallways, stairs and closets.

Most of the Chairmen and teachers were very cooperative. Notable were Mr. Thomas Hunt, English Department Chairman, and Mr. Malone, History Teacher. They were dedicated, always positive concerning the potential of the high school students and proved to be inspiring to the college students. They conferred with them daily and tried to help answer their

questions and help solve their problems. Both addressed afternoon seminars and were very much appreciated. Mrs. Williams and Mr. Friedman were always friendly and supportive of the team.

After a few days it became apparent that the team had been accepted. Contacts with the staff of the school became cordial, the rapport that the college students established with their tutees was amazing. This is described vividly, with personal cases included, in the digests of the college students reports. They also contain descriptions of the subjects taught, methods employed, and reactions of the students and the high school teachers.

There were difficult moments for the team: times of negativism, skepticism, discouragement. Hardly could every hour of every day be a winner. However, the six weeks at West Side were very worthwhile for all who were involved. They will never be forgotten. Which counted for more: helping students pass cycle grades and subjects and even graduate on time; or developing warm, friendly relationships? Probably both counted equally. One result was most important: to see prospective teachers express a desire to return to teach in West Side or another urban school.

Vailsburg High

Although West Side and Vailsburg High Schools have comparable problems in respect to student performance, they have dissimilarities in socio-economic and racial composition. Vailsburg is five blocks behind Seton Hall in a predominantly white middle-class neighborhood. Black and Spanish students are bussed to the school. The building is forty years

old, has a student body of 1600 in grades nine through twelve and is overcrowded. Both high schools maintain security guards at doorways and in hallways. Both are maintained in a reasonably clean fashion and efforts are made to keep the cafeteria, library, and auditorium attractive. They are comprehensive high schools and have the usual extra-curricular activities of athletics and clubs. One hears on the PA system the winning or losing of a track meet or tennis match. The senior dances were exquisite affairs with several students using their savings to escort their girls in hired limousines.

The program, involving 19 college students and two clinical professors, Mr. Duffy and Mr. Boccia, was similar to that described at West Side with similar problems. In addition to English, history, mathematics and sciences, instruction was given in French, Spanish and physical education and health. Study periods were utilized for instruction, whereas there were no study periods at West Side. Hallways and stairways were used at Vailsburg, although not at West Side. This enabled the clinical professors to be in close contact with their team as they instructed.

The program at Vailsburg was received well by students, Department Chairmen and teachers. Notable were Mr. Rocco Misurell, Science Department Chairman, and Dr. Levinson, English Department Chairman. Both were dedicated, highly supportive of the program and most helpful.

THE PROGRAM IN THE SEVEN ELEMENTARY SCHOOLS

The Program in the seven elementary schools operated according to the same general design. Orientation sessions were conducted at all schools simultaneously.

For example, at Fifteenth Avenue School, Dr. Rondinella, Chairman of the Department of Elementary Education and Clinical Professor of sophomores, and Miss Angela M. Raimo, Clinical Professors of juniors, met with the students assigned and with the Administrators, Mr. Joseph Chagnon and Mrs. Maxine Edelstein, in order to coordinate efforts so that the participating school and the university professors and students could establish understandings of the purposes of the program and the organization structure.

At the first meeting of students, professors and administrators, the students chose their grade level of interest. A particular plea was made by the administrators for student volunteers for Grade One where Open Court-Reading was being introduced. Seven of the 15 students volunteered for this assignment. The remainder of the group chose grades 2,3,4 and 7. Grades five and six in this district are bussed to another school.

The college students were introduced to Model Cities Coordinators and teachers, remedial teachers, secretaries, Title I project teachers, and teachers to whom they were assigned. All school personnel explained their particular purposes, their willingness to help the college students

and professors, and made suggestions regarding how contributions could be made to the total program. The college students could now envision their unique roles. They would work with children who were not being aided by any special service.

The college students set up schedules of fifty-minute periods during which they would work with an individual or small groups of students who shared a common problem. Particular emphasis was placed on reading and mathematics.

There were occasions during which the college students accompanied their assigned classes on field trips so that they could use the experience in their instructional program. They also attended workshops in which the reading program was the topic job in service instruction for all teachers involved. The prospective teachers proved to have real influence on the lives of the children. For example, in diagnosing reading difficulties, college students uncovered several cases of neglected visual deficiencies. A review of school health records revealed that eyeglasses had been recommended. Parents were contacted, but no action taken. The tutors appealed to the social worker and Model Cities Coordinator, finally making contact with homes and getting results. Experiences such as these made the college students feel a sense of professional pride at being catalysts to important actions.

The clinical professors emphasized the necessity for motivation - children want to learn. In pursuit of this goal, the tutors were

encouraged to apply the most creative methods of instruction and to establish a rapport with the children.

The tutors were urged to use materials produced by themselves and the learners in order that something unique would be experienced. They produced "primers" written by the children. Books, charts, pictures, tape recordings, games and film strips were used only as they were deemed most appropriate for a child at a particular time. The interests of the learners were the most important criteria for choice of technique.

The college students kept daily logs which included descriptions of the students they assisted, progress records of the children, lessons or experiences planned for learners, and evaluations of progress. They also recorded their own successes, frustrations, observations, and questions. The following excerpt from one student's log records his impressions on the last day of the program.

Last day:

> The classroom looks bare now with all the books, posters and pictures all in the metal cabinet. It worked out well today - no fights today and the children were relaxed even in the ninety degree weather. As we cleaned the room together we listened to many records.
>
> I am surprised to see Loretta today. She told me she was catching measles. I hope Karen is alright. She

has been absent for three days. Ronnie came back today. He wasn't here for four days. He had no shoes to wear. He has new sneakers on today. Segrid has been out for three weeks. We can't call. There's no phone there.

We went to the assembly today. The occasion was sponsored by the Drama Club. We saw African dancers and heard a song called "It's Me, It's Me, It's Me, My Lord." Then there was a play called "Stagger Lee" about a gun fighter and a card shark - followed by a few verses and a play that wasn't audible.

Upon returning to the room we discussed the program. The children were overwhelmed by the African dancer who jumped into the audience. Many said they'd join the Drama Club in the Fall.

If I had to summarize everything in a few words, I could only say that I would like to return to this school and to the children I will never forget.

The senior student teachers completed the following evaluations:

Report No. 1:

A self-evaluation was conducted to determine specific strengths, weaknesses, professional needs, outstanding activities and contributions. This supplemented regular conferences with clinical professors.

Report No. 2:

a. Student teachers listed examples of how they diagnosed pupil needs and collected data about pupils including strengths, interests, and special abilities.

b. Prescribed individual instruction.

c. Evaluated children's progress.

Report No. 3:

Provision was made for a pupil evaluation of the Seton Hall Teachers. The following two instruments were constructed for this purpose:

1. An open-ended topic which required the student's reaction to his progress under the direction of his tutor.

2. A questionnaire designed by the tutor. The purpose of the evaluation was to enable the teacher to identify the behaviors, methods, and materials most effective with the individual pupil.

As a result of the Newark Program the field experience aspect of the curriculum for the Department of Elementary Education has been significantly influenced. More emphasis is now being placed on individual and small group instruction.

The Afternoon Campus Seminars

The purposes of the seminars included:

1. Relating and sharing daily experiences in the Schools.
2. Evaluating day-to-day progress of the program.
3. Providing instruction in the teacher educator courses and correlating course content with the problems and experiences of the prospective teachers.

High School Phase

Students and professors left the schools at 1:00 PM daily for lunch before the 2:00 - 3:00 PM seminars on campus. The four clinical professors gathered at a German style restaurant in Newark for lunch, where they reported the day's events and finalized plans for the afternoon seminar. It might be noted that during many evenings they met in an Irish restaurant in South Orange to continue evaluation and planning.

An outline of the afternoon seminars conducted by the four clinical professors for the 36 college students follows:

1. Exchange of daily experiences, presentation of problems, discussion in groups.
2. Lecture-discussion on topics which included: The disadvantaged and problems of minority groups; urban sociology; philosophical considerations in Idealism, Existentialism, and Experimentalism for the purpose of developing a philosophy of education

for urban teaching; approaches to counseling adolescents; techniques of evaluation, including teacher-made tests; proper use of cumulative-record data; detection of physical and emotional health difficulties; teaching strategies; the teacher's role as decision-maker; diagnosis of reading difficulties; incentives to motivation; and the use of educational media.

Speakers at the seminars included:

1. Mr. Thomas Hunt, Chairman of the English Department at West Side High School discussed conditions in the school and community, and the roles of the college students.
2. Mr. Rocco Misurell, Chairman of the Science Department at Vailsburg High School, spoke on the economic value of the program, the effectiveness of the Seton Hall tutors, and detection and handling of problems involving drug abuse.
3. Mr. Charles Malone, History Team Leader at West Side, discussed the progress of black people in America and approaches to educational advancement of Blacks.
4. Mr. Kenneth Michael, Principal of Millburn High School, acquainted the students with some of the difficulties and disadvantages present in an affluent area.
5. Kerwin Gray, a senior at West Side High School, presented the student viewpoint on learning, teaching, and the ultimate value of education for the student.

There was considerable diversity of viewpoint among the four clinical professors. The students were, therefore, exposed to a wide range of educational philosophies. However, transcending this diversity was a unity of purpose: the continuous pursuit of a high standard of excellence in all phases of the program.

By the end of the six weeks, there had developed such a rapport among the professors and students that a swim party was arranged by the faculty. It seemed fitting that such an activity should culminate a program which demanded total involvement and commitment.

Elementary Seminars

The clinical professors in the Department of Elementary Education conducted weekly seminars for the three groups involved in the program; sophomores, who were enrolled in Laboratory in Curriculum Analysis I; juniors who were taking Styles Strategies and Techniques of Teaching; and seniors who were fulfilling their Student Internship. The discussions for all groups ranged from general considerations about child growth and philosophy of education to very specific questions about methodology in teaching multiplication to a sophisticated eighth grader or helping a slow first grader recognize the letters of the alphabet.

Students were encouraged to analyze their teaching in terms of criteria for creativity, and motivational techniques; professors emphasized the necessity for capitalizing on the experiences of the children.

Not all of the problems were instructional. One senior became very concerned about a boy of thirteen who came to school with bruises and marks covering his body. He revealed that his father beat him almost daily.

The tutor used her time not only to provide academic enrichment for the student but to develop the child's self-esteem. She contacted the School Social Worker to ask that she investigate the situation.

The Seniors, in discussing their experiences in comparison to regular student-teaching, revealed that they recognized certain valuable merits to this program. They had come to realize that the act of teaching is an interactive process, that they had become more aware of the learner, and that they are more child-centered. As one put it: "We are able to get into the mind of the child." It should be noted that these seniors had already had a Junior Practicum Experience in which they had experience in classroom management.

DIGEST OF DESCRIPTIVE AND EVALUATIVE REPORTS OF THE THIRTY-SIX PROSPECTIVE TEACHERS IN SECONDARY EDUCATION WHO PARTICIPATED IN THE PROGRAM IN WEST SIDE AND VAILSBURG HIGH SCHOOLS

The college students in the secondary education phase of the program maintained logs of their daily experiences in the two high schools. These became the basis for individual or subject team reports of their involvement as to:

1. Entering the program
2. Attitudes of the high school teachers
3. Personal experiences with and attitudes of the high school students with whom they worked
4. Their evaluation of the program

Their daily logs would total over 200 typed pages; their final reports over 400 pages. The digest that follows conveys only part of their many very moving experiences and of the feeling and spirit which they reflected during the thirty days of their intensive involvement. This digest is an integral part of the explanation and analysis of the program.

COLLEGE STUDENTS WHO PARTICIPATED IN THE HIGH SCHOOLS

Name of Student	Year	Student Teaching	Six Semester Hours	West Side	Vailsburg
Arminio, David	Sr.	-	x	x	-
Bagiackas, Jean	Sr.	x	-	-	x
Bender, Nancy	Jr.	-	x	x	-
Blauvelt, Patricia	Sr.	-	x	-	x
Carlino, Ronald	Sr.	-	x	-	x
Chieppa, Michele	Sr.	-	x	-	x
Ciccone, Gerard D.	Sr.	-	x	x	-
Dunne, Joseph	Sr.	-	x	x	-
Frieman, Elaine	Grad.	x	-	-	x
Friedman, Diane	Sr.	-	x	-	x
Gibos, Gloria	Sr.	x	-	-	x
Grehl, Thomas J.	Sr.	-	x	x	-
Harris, Bruce A.	Grad.	-	x	x	-
Hartley, Thomas P.	Sr.	-	x	x	-
Heithmar, David F.	Sr.	-	x	-	x
Kosup, Lorraine D.	Jr.	-	x	-	x
Krezel, Cynthia C.	Sr.	-	x	-	x
Kuver, Jo Ann T.	Soph.	-	x	-	x
Libonate, Richard	Sr.	-	x	x	-
Mahler, Richard	Sr.	-	x	x	-
Mancini, Robert A.	Soph.	-	x	x	-
McCarthy, Patrick	Sr.	x	-	-	x
Nicholson, Carl	Sr.	-	x	x	-
Nolan, Bridget E.	Soph.	-	x	-	x
O'Brien, John	Sr.	-	x	-	x

Name of Student	Year	Student Teaching	Six Semester Hours	West Side	Vailsburg
Oshinnaiye, Bayo	Fresh.	-	x	-	x
Pascuzzi, Arthur	Sr.	-	x	-	x
Prybys, Kay	Sr.	x	-	x	-
Reinhard, Patricia D.	Soph.	-	x	-	x
Ribardo, James	Sr.	-	x	x	-
Riley, Gregory E.	Sr.	x	-	x	-
Romei, John	Jr.	-	x	-	x
Saaf, Charles	Grad.	-	x	x	-
Sheehan, Michael	Sr.	-	x	-	x
Synol, Kathryn	Sr.	x	-	x	-
Vogdes, Joseph B.	Sr.	x	-	x	-

West Side High School

Bruce Harris, James Ribardo, Charles Saaf, Joseph Vedges - Social Studies

When we arrived at West Side High on opening day, the building we had passed so often now seemed strange and different. When we entered the school, a person who seemed very pleasant directed us to the library and our sense of fear in the unknown subsided. There we saw familiar faces which gave us assurance. Mrs. Jeannette Williams, Principal, the pleasant person we had met upon entering, introduced us to the Chairman of the Social Studies Department, Mr. Marolakos. He took us to the cafeteria where he assigned us to our teachers. The atmosphere was one of friendliness and cooperation.

West Side is an old building, constructed in the 1920's. It is overcrowded, with less than adequate space for working with small groups of students. We worked in the cafeteria, auditorium or library with the attendant noise usually found in those locations. Movable blackboards and other aids were generally not available.

In our orientation at Seton Hall, conducted by Professors Duffy, Reiners, Boccia and Menza, many topics were covered. Emphasis was placed upon our role in an inner city school system, the many problems that we might encounter, and suggestions as to how we might cope with them.

At the high school, Mrs. Williams covered areas of possible conflict that had existed before, during and after the strike with emphasis upon our role in the school. The Social Studies Chairman talked to us about his background and philosophy of education at West Side.

On the second day of the program, instead of working with students, we joined 102 eighteen year olds on a trip on a chartered bus to the Essex County Courts Building where they registered to vote. Then we toured the Court and visited a trial. Later, judges and attorneys explained the judicial system and types of crime and punishment. This was quite an experience for the students and for us.

> "I have been living in the ghettoes all my life and I should know how it is. When it is very hard to find a job. And far as school the teachers doesnt really take time to teach. I guess they say well she live in the ghettoes. I won't help her very much, but I want to be somebody and have a high school diplomer. It is not very fair do unto other as others do unto you. I don't care if I have to go to summer school three years straight."
>
> Mary Ann
> Sophomore, West Side High

West Side High was overcrowded when it was built. One of the outstanding features of this school, which is 99% Black, is the large number of security guards, with an entire office devoted to them. Facilities for teaching were inadequate. The Seton Hall students entered West Side with idealistic theories of education. We had been taught how to create the atmosphere for the ideal teaching situation. West Side does not lend itself to such an atmosphere. Our classes congregated wherever space was available. Each of us applied what he had learned to his particular situation. Different ideas and philosophies were born out of necessity and old ones found new variations.

The reception we received at the high school was encouraging. Mr. Hunt, English Department Chairman, was expecially pleased at our prospective endeavors and offered every possible assistance.

Each teacher sent Mr. Hunt a list of those students who were to be helped. They were students who were in danger of failing. Some were sent who were discipline problems. When we consulted the teachers as to how they wanted us to proceed, most gave us a free hand. They told us to teach what we thought the students ought to know and to give the students their cycle grades. Others showed us what they had been doing and what they expected to complete at the end of the cycle. The teachers in the English Department were most cooperative, allowing freedom in every respect. They offered ideas on books and methods but left decisions to us. They were eager to get help for students who were having difficulty maintaining average grades.

Carl Nicholson - English

The day started innocently; sun shining, trees glowing, birds singing, and my being with the person I love. It was like a dream. Euphoria!! Then it started to happen. I received a call instructing me to phone one of my professors about student teaching. Student teaching? Hell, I wasn't supposed to do that until October and its now only May. But I felt that nothing could blow the day so I gave the professor a ring.

"Hello, Mr. Duffy?"

"Yes?"

"This is Carl Nicholson. I was told....."

"Yes, be down here at two tomorrow. You're going to start your student teaching now."

"Okay." I answered in my usual, confused style of brilliant conversation, and that was it.

I arrived on campus prepared for anything. Mr. Duffy was standing outside old McQuaid Hall watching a baseball game.

"How ya doin?" I asked in a shaky tone.

"Fine, Carl. Come up to my office. I want to tell you what you're in for."

What I'm in for? He sounded like I was going on a suicide mission. I wondered what was up. Oh well, wouldn't hurt to find out. And find out I did. Soon I was teaching groups of children who were behind in subjects, troublesome in class, or who just didn't feel like showing up most of the time.

The following morning rolled around and I was out of bed at six o'clock. Six o'clock! The only other time I see six A.M. is when I've come home late. I was out of the house by 6:30, bloodshot eyes and all. I got to West Side about 7:30 after battling the traffic along South Orange Avenue. Then to find a parking spot. I couldn't figure out Newark's illogical parking system, so I pulled my car over where there were other cars. I figured the way mine looked the police would think it was abandoned and forget about it. Suddenly, realization of where I was struck me. I was confronted by a massive, red brick building, West Side High. This was "for real". Once in the school, I met a well-dressed, slender man in his early thirties, Tom Hunt, Chairman of the English Department. And he was happy. Happy? This was either the most dedicated man in the school or just plain crazy. I'm happy to report, as I later found out, Mr. Hunt was

anything but crazy. He took me on a guided tour of the school. He introduced me to many of the faculty who were just "thrilled to death" to see me. I also met Mrs. Williams, the Principal, a delightfully cheerful person, who was trying to do everything possible to help the students and myself. I was introduced to students as Mr. Nicholson. The only other time that happened was when bill collectors came to the house.

The kids were beautifully honest. They would answer any question you wanted to ask them with language you would hear in any self-respecting bar room. Most of the time they spoke the truth. They wanted a teacher to be honest, fair, and understanding; in other words, "human."

After lunch we talked about the general ability level of the students. I was surprised to find out that the average IQ was 85-90. We agreed that this doesn't mean much concerning a student's ability, for in many cases, the tests are invalid.

In the afternoon I attended my first seminar. Some of these were interesting, some boring; mostly, too long and too many. The professors tried to cover too much considering the job we had to do during six periods each day in the schools. After a week we seemed to know Mr. Duffy's and Dr. Reiners' "humor" by heart.

My first look at Newark's schools was challenging. I knew I wasn't going to be the next Savior but if I helped just one kid, it would all be worth it.

Vailsburg High School

JoAnn Kuver, English

It all began with a phone call. The only qualifications I needed was to be an education major and crazy enough, meaning dedicated enough, to give up six weeks to help Newark kids. Soon after entering Vailsburg, I met Dr. Levinson, Chairman of the English Department. He was wonderful. He made us feel as if we were the greatest thing to hit Vailsburg. He assigned each of us five students, and gave us books he thought would be useful. He showed us around the school. There is absolutely no space wasted in Vailsburg. The cafeteria is divided in half and used for classrooms. The teachers eat in a storage room. We worked in the halls. The atmosphere of the school seemed natural and relaxed. The students were in classrooms, talking quietly. Dress is very informal... more like sloppy...but I guess that has no effect on learning. Our tour ended in the Guidance Office where Dr. Levinson requested that we look up the records of our students in order to become better acquainted with them and their problems.

Bayo Oshinnaiye - Social Studies

At a certain period in our lives we may require others' assistance; or our assistance may be required. I feel it is glorious to help others when necessary. I entered the program well prepared to help as much as I could. I realized the importance of the program, the responsibility, the implications. I also realized that this would be the first direct dealings I would have with foreign students in a

new program. (Bayo is from Nigeria.) My first day was pleasant and after the first week I knew how great it all was. Mr. Henry Yam, Social Studies Chairman, prepared a schedule for the students and us, so arranged that we would be teaching five periods and have one period for lunch. I was to teach history and civics. The first three days were spent in finding where the problems of each student were, including a study of how each student reads, answers questions, and how much interest he has in the subject. Some students had lost interest and were failing. Some do not concentrate. Others are hasty, impatient. A foreign student could not understand English. I faced the challenge of the six weeks with sincerity and relentless effort. I was dedicated to the program and with the help of my professors could only succeed.

Cynthia Krezel - English

Prior to the orientation meeting, I had no idea of what the next six weeks would be like. I knew I would receive six credits for two courses and would be assisting in the Newark Schools. As to any details, I was in the dark. At the meeting we were told that we were to assume the air of professionals and consider ourselves more as teachers than as students.

I was very anxious to start working with the students. I was also curious as to whether I was meant to be a teacher. I was most impressed at meeting Dr. Levinson. He was congenial, told us not to hope for great results, but expected a great deal of good to come from the program. I knew from the start that he was interested in his students and would assist us in any way possible in order to help them. My

students' teachers were all in favor of my helping their pupils but it seemed that all had given up hope. It was discouraging to me to think that the students with whom I would be working had virtually been given up for lost. Where would I make a start?

When I met my students, I found that four out of five were failing. One had reading difficulties which had never been discovered; several weren't attentive in class because of their peers; and one was experiencing a personality conflict with his teacher. My sixth student, who joined the program late, was lackadaisical and felt certain he would never be able to pass for the year. He had never approached his teacher on matters he couldn't understand in class. These students were victims of poor communications. By establishing rapport with each of them, they felt confident that I would not ignore them and give up hope, nor would they be afraid to bring their questions to me. I was going to help them understand subjects, get better grades and pass for the year.

Pat McCarthy - Social Studies

We wore badges of courage entitled "Seton Hall Teacher". I felt like an idiot, wearing a name tag. When I was first assigned my students, I was at a loss as to the proper approach. They received me openly, except for one, Leanne, with whom I had a sharp personality conflict. They knew they needed help and we all knew that we needed their assistance and cooperation if the program were going to be a success. I believe in the close, friendly relationship and the mutual respect we shared with the students.

I had to use whatever space was available. I tried several areas and wound up teaching in the corridors.

On a one-to-one basis, it is truly amazing to discover what goes on in the minds of these children. It is difficult for the teacher in the regular classroom to get to know his pupils. In the individual relationship one learns that a boy was beaten by his father before coming to school, and another is considering becoming a pimp upon graduating high school. Sometimes one-to-one almost drives me to insanity because I couldn't get a youngster to remember a President like Abraham Lincoln or because after three weeks a boy I have been working hard with tells me that I do not communicate with him because I have been too "bossy." Of course, there are the humorous moments. Being propositioned by a student is comical. To have one's student introduce him to the other kids as his "drinking partner" is funny. To be addressed as "Whitey" and laugh about it because the black student is joking with you improves understanding. There are proud moments too. A teacher with seventeen years experience says I have been able to reach someone he had no success with; a student thanks me because I helped him write a paper.

West Side High School

Harris, Ribardo, Saaf, Vodges -
Social Studies

As in any new program where innovation is a byword, areas of difficulty will arise. The major concern in this program was the limited time that we had to implement instructional procedures. Also, it is normally difficult for people well-established in their environment to adapt to outside influences. The natural rush at the end of the year forced the Chairman to be pre-occupied with administrative duties, while individual teachers had to be concerned with graduating seniors and all that goes with final marks. Although there were no final exams, a measure of expediency as a result of the strike, there were term papers and projects. The additional load on the teachers resulted in some lack of guidance. Although all members of the team saw the major objectives of the assistance program, some difficulty was experienced in actually defining day-to-day roles that we were to play.

Teacher Attitudes

Bob Mancini - Biology

The biology teachers were most cooperative in allowing me to become one of their staff. They taught me a great deal.

Kathy Synol - English

Mr. Hunt, the Department Chairman, has my gratitude and respect. He has a genuine dedication to teaching, which is obvious to anyone observing his classes. I could never give this man enough praise and I certainly could never repay him. All the teachers in the English Department did their best to help us.

Grehl, Ciccone, Hartley, Mahler - Mathematics

The mathematics teachers received us graciously. They were friendly, helpful, and thankful for the extra help with their classes. They varied in the way in which they used us, some leaving us on our own more than others. Mr. Prag, Department Chairman, made a good impression on us. He welcomed the fact that we were there and trusted us to be able to teach without his help every day. He left us on our own as long as we were doing well.

Vailsburg High School

Elaine Frieman - Mathematics

Our reception by the teachers and the Chairman, Mr. Moskowitz, was whole-hearted and very cooperative. He assigned us students who were near-failing or working below level. He tracked down students carefully. He considered us valuable and made sure that none of our time would be wasted. All the members of the Mathematics Department were most cooperative.

John O'Brien - English

I was received warmly by Dr. Levinson, Chairman, and the teachers in the department. In general, our presence was very much appreciated, and it was a pleasure to work at Vailsburg.

Pat Blauvelt - History

Most of the teachers seemed to think that the program was great. Of course, there were some who did not agree with it. Only one in the History Department showed no enthusiasm, for or against, at first.

During the fifth week she said to me that we should be congratulated for the wonderful job we were doing.

Artie Pascuzzi - Physical Education and Health

I received a very warm reception from the Department. Mr. Reilly, Chairman, is an exceptional individual and a fine educator. He was always cordial and helpful . He assigned forty students to me. I taught physical education as well as health. I taught in stations in the halls for five straight periods a day with an average of four to five students a period.

Diane Friedman - English

"The Grotto" was a nickname for the teachers' lunchroom and lounge. It was in this room that I had most of my contacts with the other Seton Hall interns, teachers and our college supervisors. I found discussions in this room to be very valuable. We discussed students and common problems. We learned how other teachers felt about our presence. Every teacher, except one, was very impressed with our program. That one felt that by giving us advice, he was giving away "thousands of dollars of information." His reasoning was that the intern he might help today would be trying for his job tomorrow.

I must mention the school nurse who plays an important role. In the city she is nurse, social worker, and health inspector, all in one. The nurse at Vailsburg was very helpful, cooperative and effective with students. The nurse spoke to us about how we could spot students with eye, ear, or drug problems.

ATTITUDES OF THE HIGH SCHOOL STUDENTS

West Side High School

Harris, Ribardo, Saaf, Vodges -

Student attitudes were not as easily grouped as those of the teachers because of the amazing differences in personalities and abilities our team encountered. At first the students thought we were being paid for our services and, therefore, we were motivated by money. A second difficulty was that some students thought that they were being released from their classes in order to relieve their teachers. Some students who felt that they did not need help were resentful that they were singled out in front of their peers. There were students who appeared totally disinterested in any efforts made in their behalf.

The greatest difficulty, however, was the lack of ability to read. Many students exhibited symptoms of severe reading frustration, which handicapped them in their attempts to improve their comprehension of subject matter. For example, a twelfth-grade girl, aged nineteen, was reading at fourth grade level. She could not read simple test questions, much less comprehend the twelfth grade social studies text. It was discovered that she had a deficiency in eyesight. After she was fitted for glasses, she admitted she would not use them because they detracted from her appearance. Also, she had problems stemming from a disruptive home life.

Student attitudes toward school are revealed most dramatically by the rate of twenty-five percent of the eighteen hundred students absent each day. Too, students tend to absent themselves on days when major examinations are given or when term papers are due.

Four Episodes

The first involved a conflict between a girl and a boy during the freshman World History class. One of us was acting as the teacher in charge of the period. When the boy was reading aloud, the girl made disparaging remarks about his reading ability. The boy shouted profanities at the girl, which elicited more responses from her. The intern had to break up the physical conflict that ensued. It should be noted that there were no similar incidents during the program.

The second case involved offering items of property for sale at "special rates". The price for the item, a camera, was ridiculously low!

The third case dealt with the offer of drugs to one of the members of the team. The approach was made during a one-to-one session.

The fourth case may reveal interesting facts about the students. Several students approached a team member to inform him that they would no longer be attending school after the senior prom and they did not want him to be waiting alone in the library for them to attend the teaching session.

David Arminio, Nancy Bender - English

In our initial meetings with the students we tried to create a friendly and comfortable atmosphere for learning. This was necessary in order to alleviate the tension that existed and to overcome the students' reluctance to speak. The students were concerned about the reasons for their being selected to receive this special help. They wanted to know if they were picked because they were "dumb". They were interested in knowing about our personal lives and questioned us about school, work, and our marital status. They were not hesitant about giving glimpses of their home life.

Bob Mancini - Biology

The students assigned to me had missed a great deal of school, not only because of the strike but also because of their lack of interest and motivation. I discovered that the students were capable of learning but that they had never experienced success.

In working with small groups it was easier to relate to students than it would have been in class. Most of the kids accepted me as a friend and I tried to think of them as friends also.

One girl was cutting school to take care of her two-year-old daughter. Although I found this type of student challenging to work with, I was pleased at the rapport we were able to establish and the success she achieved.

Jesse was a good kid. He wanted to do better in school. He was a slow reader, but he could understand certain concepts in biology. I even got Jesse to do homework assignments. A few times he disappointed me in his work but on the whole the results were good.

Delphine is a smart girl but has a problem at home. Directly after she finishes classes, she has to go to work in order to help her family. She gets home late and rarely has a chance to do her homework assignments. As a result her grades are poor, her attendance is irregular, and she lacks motivation. When Delphine was first assigned to me, she was very hostile to the whole idea. During the first session we talked and I became aware of her problem. Eventually she accepted me. During the week before the cycle examinations, she came to me and asked if I would review with her. I did and was happy to see that she had taken an interest in her school work. My experience with Delphine is one that I will never forget throughout my college and teaching career.

One of the most worthwhile experiences I had was taking over a sixth period class, teaching blood and circulation. On that Monday, June 14, I was nervous. I had worked on a lesson plan most of the weekend. When I stood in front of the class, I was uneasy, wondering how it would go. I started to teach and it went quite well. I made some mistakes, but after a while I became more relaxed. I remember looking out at the class and noticing that I had the attention of each of the students. The kids seemed to be understanding what I was saying and this really made me feel calm and more confident. At the conclusion I posed several key questions. Most of the students knew the answers or had a basic understanding of what was meant.

When one thinks of an urban school, the general impression is that the kids may be dangerous. I found that the students I worked with were good kids. I had no trouble with discipline or lack of cooperation. Almost everything I asked of them, they performed.

Jerry Ciccone, Tom Grehl, Tom Hartley, Rich Mahler - Mathematics

The program was well received by the students. For the most part they had a desire to learn but were hampered by a general disinterest in school. Their interest in the program was due partly to the novelty of the idea, partly to the change of pace in the usual day's activities, but mainly to the opportunity to improve their grades and catch up with the rest of the class. In most cases the students attended the small group sessions more regularly than their normal classes. The number of students assigned Seton Hall teachers varied greatly. At times teaching was on a one-to-one basis; at others a teacher would be teaching an entire class.

The following are a few examples of our experiences with students:
Preston was a senior who had been totally turned off from the program, especially because he would be away from the rest of his class. In class

he had been a troublemaker because he did not understand the subject, and caused disturbances to occupy his time. When he came to me, we talked about anything and everything. Finally, he accepted the program. The time came when we would no longer be seeing seniors; but Preston came every day and asked for work because he wanted to get ahead and learn.

Gloria was a girl who disliked the regular teacher and did not care whether she passed or failed. The program brought about a significant change in her attitude. This was accomplished by taking a personal interest in her as well as by helping her in mathematics.

Albert was intelligent, witty, proud, imaginative, and immature. His grade average was low, he would rarely attend class, and when he did, he paid little attention to the work. After a time he was challenged by the problem of factoring an equation. He was aided by small hints. He met with success and began to like the feeling. From then on he attended regularly until the last two weeks of school, when something happened and his attention fell off. He was to move down South and probably gave up hope of passing, believing that what happened at West Side would make little difference. Albert's is a sad case. He has a fantastic potential but is hindered by immaturity.

Vailsburg High School

Diane Friedman - English

The general characteristics of the students with whom I worked were as follows:

1. Their economic situations were lower class and some were on welfare.
2. For many students school was their only educational experience.

3. They lacked common study skills and often did not know how to use a dictionary or encyclopedia or how to start an assignment.
4. They lacked motivation because they were present-oriented. They did not plan for the future, and so the idea of holding a good job in the future did not motivate them.
5. They changed schools so often that they missed gaining strong backgrounds in any subject.
6. They were absent very frequently and, therefore, missed much classwork.
7. They were suspicious of any act that were called charitable or voluntary, such as our program. Once they were assured that we were not being paid for our efforts but rather were paying for them, they showed more respect and were more cooperative.

Maureen, a senior, did not wish help and summed up her personality for me by saying, "I'm lazy." From her folder I found that she had a reading level of grade fourteen and an intelligence quotient (I.Q.) of ninety-five. She needed English to graduate, but her writing skills were poor. We had a long talk and she realized that I sincerely wanted to help her pass the course. I told her that this was her last chance at an education in English. I explained what we would cover and how it would be practical and helpful in landing a job she wanted with the telephone company. Her attitude reversed and we became good friends. Since that time Maureen never cut a session, excluding, of course, prom weekend.

Helen was a ninth grade student with an I.Q. of ninety. She had a serious heart condition, asthma, and other disorders. Because of her health I

would say that she "visited" Vailsburg occasionally rather than that she attended. This problem made trying to help Helen very frustrating. Also, I noticed that she had a lisp. When I reported it to the school, I was told there was no speech therapy program. A great deal of her problem was lack of interest in the curriculum. She wanted to be a bookkeeper; she enjoyed and understood mathematics. Mythology, which her class was reading, "turned her off." I helped her with homework assignments in mythology. I added anecdotes to the lessons to make them more interesting. She made up the work she missed and was confident that her English mark would go up this cycle.

Ann, a ninth grader, had been in eight schools in Newark and recently had had a baby. Her attendance record was poor. At our first meeting I found deficiencies in every area of study. Because her reading was so severely retarded, I concentrated on that problem. I spent two sessions trying to find her reading level. Finally, I found second grade material to be best for her. She was happier with her new books and read more smoothly and her comprehension improved. I suspected that Ann might be retarded. There were no test scores on her, so I took her down for testing. The results showed that my guess was, unfortunately, correct. There was no mention of sending her to another school or to special classes. I continued my work. She enjoyed reading one of the books that was geared to the city child. She became more friendly and told me about her daughter. It was a very moving moment when she watched the expression on my face as she told me. She waited for disapproval but instead I asked to see a picture of her daughter. She was thrilled at my interest. I consulted the school nurse about another physical problem of Ann's that I had noticed during the close physical contact of teaching one-to-one. The nurse thought Ann might be in advanced stages of syphilis. Because of a fire in her tenement Ann was out for two weeks but was in good spirits when she returned.

I felt that I made progress with her and regretted having to stop. She improved slowly in all areas. She needed much individual attention or special classes.

Joseph, twenty years old, was a junior. He was pleasant and quick-thinking. He was very gifted in auto mechanics and went to a technical school at night. General Motors offered him a job on racing cars upon graduation. I tried to prepare him for the English section of the High School Equivalency Test. I bought a book on the test and he bought another. He worked on his at home and mine at school. Joseph had a positive attitude and I felt that I had accomplished a great deal with him.

West Side High School

Harris, Ribardo, Saaf, Vodges -
Social Studies

We encountered three social studies courses: United States History I and II; World History I and II; and Afro-American History. A new course was starting dealing with ecology. The afro-American History course began with the slave trade and continued to the civil rights movement. U. S. History I and II dealt with urban, social, governmental, and community problems, as well as problems of American Democracy including such topics as: "Considering Marriage Seriously," "Growing into Maturity," and "Civil Rights." The World History course covered ancient countries, such as Japan, and the new emerging nations in Africa.

Kathy Synol - English

I instructed thirteen students, three girls and ten boys. We met every day, six in period three, three in period four, and four in period five. Period four students were in ninth grade; all others were in tenth grade. We spent a good deal of time reading. One book was "Who Am I?" a selection of short stories and a play. Before reading, we would go over the pronunciation and meaning of difficult words. We worked on certain aspects of grammar. They wrote descriptive paragraphs about Newark and about their personal experiences. On Fridays, I gave the students a free writing period with ungraded work. They did not like this. They wanted to see an objective grade on everything they did. At the end of the five weeks I gave the cycle test. No one failed.

Whether they really improved academically is hard to say. There was so much to do and so little time.

Nancy Bender and Dave Arminio - English

We taught basic English: spelling, vocabulary, sentence construction and reading. We made up mimeographed sheets for the teaching of grammar: parts of speech, main verb and sentence subject. We worked on tenses. We made vocabulary lists from words that gave the students trouble. We looked up the words in the dictionary and wrote sentences using the words. The students had so many reading problems that it was difficult to know where to begin. Rather than use books, we individualized instruction according to the problems of each student.

The following excerpts of students' work reflect, somewhat humorously, that our efforts were appreciated:

> "It was nice of you to come and help the West Side students because we was lucky to have lovely person to help peoples. I think we learned a lot. It was very fun to be with you the time we had."
>
> "I have a very nice tutor. She's so nice we call her by her first name. She's smarter than many teachers. Not mentioning any names - you get the hint."
>
> "Tutors know what you hand in to them. They give you a grade on it. On top of all of that they give you the work back to you.

On the other hand, teachers take your hard earn education that you took time and patience to put on paper and they lose it, don't give you a grade and say you lost it. The teachers are the ones that loses it but you have to make it up."

Tom Grehl, Jerry Ciccone, Tom Hartley, Rich Mahler - Mathematics

We taught general mathematics, Algebra I and II and plain geometry. Subject matter ranged from simple arithmetic to equations. We used the Dolciani-Modern Algebra Series and the Yale University Press Series. We concentrated on factoring and graphing. We tried to begin where each student was, rather than where the students were in the regular classroom.

Carl Nicholson - English

I taught the following: second period, three boys and three girls, all sophomores; third period, five girls and two boys, freshmen; and fifth period, three boys and two girls, all seniors. We emphasized reading, writing paragraphs, and grammar. We tied grammar to reading selections and writing. We tried to correct finger pointing, head turning and substitution. With the seniors we worked on their term papers: compiling research material, outlining, and preparing footnotes and bibliography.

Vailsburg High School

Michele Chippa - Spanish

Leaving Vailsburg the first day, I wrote in my log:

> "Even with the slight exposure that I had to the students today, I've never left the first day of any project before

feeling so enthusiastic and rewarded. I loved helping and being able to give a little confidence and understanding to someone who needed it. Even if I did not benefit them scholastically today, I hope to have built each one's self-confidence a small degree which is very important in aiding learning."

Although I believed my first day was a tremendous experience, I found that each day following surpassed all others. The students I encountered came to me extremely unmotivated. They disliked Spanish and seemed to know very little of it. As I began to teach, I found that their attention and memory spans were short. However, I did notice that as long as I was sincere in my efforts to teach them, they would listen and also try.

I felt that Harry was an extremely intelligent boy. It upset me that he was failing Spanish. I could see that he had a good foundation in Spanish, and that knowledge was not his problem. I tried to show him that I was interested in him and he seemed to see this. One day he came in with three pages of homework excellently done. He continued to improve and came to my session every day. His interest and enthusiasm increased. When he failed to do his work, he was more disappointed in himself than I. One day he came in beaming, holding his "A" test paper. He received a "B" on his report card and will pass Spanish.

I have noticed with a few of my students that emotional problems have much to do with their inability to learn. Mike has a nervous twitch and stutters badly. Later, I found out from the nurse that Mike was withdrawn, hostile, and extremely nervous. Also, he had very bad emotional

problems at home. I sensed that if I showed any anger or impatience with Mike, I would ruin any chance of helping him. After I put him at ease by just talking to him for a few sessions, I began to teach. Progress was slow and improvement was slight, but I was getting a smile from him. I noticed that his twitch had almost disappeared and that his stuttering was improving. In Spanish his report card grade went from "F" to "C". His teacher told me many times that he could not believe the change that has occurred with Mike in both his Spanish and his nervousness. I am happy for Mike.

Nelson and Tullio are from Uruguay. They cannot handle English well enough to pass their school subjects. Although I was supposed to improve their Spanish, I spent most of the six weeks on English. It was difficult and comical. The word "babysitter" made no sense at all. I enjoyed teaching them and have become good friends with both.

Of course, I did not have complete success with all my students. One very withdrawn boy did not come out of his shell. His Spanish improved but that is the only thing that he would talk about.

Some days were discouraging and frustrating and I would leave the school feeling like a total failure. One of those was when the behavior of one of my students indicated he was on drugs, and it was too late in the program for me to be able to do anything about it. But even with some failure I would not have traded my experience in teaching and life. I thoroughly loved it.

French - Bridget Nolan

I taught nine students from various grade levels. Most were "C" students whom it was possible to raise to "B's" or "A's" for the final cycle. With this success went improvement in confidence, pride and satisfaction.

Jean Bagiackas - Spanish

Teaching one-to-one can easily turn into a "rap session." The students are very eager to tell you about themselves and their problems. I enjoy listening and talking and find that it is just what those kids really want --- to know that someone will listen and care about what they have to say. Sandy liked to talk about college and summer jobs. Pam had written a book of nursery rhyme interpretations which she was anxious to show me and have me give my opinion.

The most eager of my students was George, who patiently waited for me each morning before eight o'clock when I arrived to start our lesson. George was slow but a go-getter. A week before the program ended, George was told that he would have to leave the program because someone else was in need of help in Spanish before the first period. George was upset and insisted that he needed the help. He returned. At the end of the program he brought me a gift and note of thanks. In fact, it was surprising how appreciative all the students were.

Ron Carlino - French

I worked intensively with two girls. I helped Adrienne with her pronunciation and grammar. She became very interested, did extra work at

at home and insisted that I correct it. I helped her study for a test and she got "B+" but had hoped for an "A". On the next test she got "A" and earned a "B" for the last cycle.

Terrence heard about the program and volunteered. He had difficulty with his teacher and was a trouble-maker in her class. We worked on the steps because there was just no other place left. One day he decided he wanted help in algebra instead of French. He took out his slide rule and book and went to work. I had never learned to use a slide rule, so I asked him to show me how. He was astounded that I did not know something he knew and showed me how to use the slide rule and tested me on it. After I passed the test, he said he would rather do French than algebra. Terry earned two "A's" on tests. I spoke with his teacher and she wanted to know what I did to motivate both Terry and Adrienne.

I feel that the progress the students made with my help is the greatest reward that I could receive. I shall never forget the smiles these kids had on their faces when they told me they received good marks on their tests. Never will I forget the time that Terrence told me I was his friend. I'll always remember Linda, when she thanked me for helping her pass French. Are there greater rewards than these?

West Side High School

Bruce Harris, Jim Ribardo, Chuck Saaf, Joe Vodges - Social Studies

This was an opportunity to experience problems and attempt solutions in a practical environment. Too often students are left in a classroom of ideals without ever realizing a classroom filled with despair and frustration. The whole team felt a rapport with the students which was free from any racial prejudice. The opportunity to work with teachers and administrators in an inner-city school was especially helpful, in that almost the full gamut of problems was experienced including drug abuse and family disillusionment manifested in student indifference.

Students who would not have attempted to write term papers because they did not understand term paper construction were able to complete assignments satisfactorily. Students who were able to be with instructors for a length of time were able to attain higher scores on tests.

In the future there should be some way to improve physical facilities for individual or small group help, perhaps movable partitions.

Harris, Ribardo, Saaf, Vodges - Seton Hall Afternoon Seminars

The seminars were necessary because of the academic requirements linked to the program, but we do not believe they should have been held every day. They might have been broken up into small groups, one for each professor, rather than being team taught by the four professors.

Nancy Bender and Dave Arminio - English

We thought the program was a complete success. It benefited both the high school students and ourselves. The students received needed help in subjects they had been failing. We gained experience in teaching, but more important, in urban life and attitudes.

We were extremely pleased that we were the ones responsible for giving the students their grades for the last cycle. It would not have been fair if their regular teachers gave them their grades. The teachers did not know how much they accomplished or how hard they tried. We did not take our responsibility lightly. We hope that this program remains at West Side for years to come. As pioneers for Seton Hall and for education we hope that the image we left will be continued.

Evaluation of the Program

Kathy Synol - English

This program develops in a student teacher an awareness of learning problems and of behavioral problems that is invaluable, and which could never have been learned from a textbook. I feel that we met some of the most difficult problems that a teacher has to face. West Side seems to specialize in the unmotivated, uninterested, underachieving, disruptive, truant, addicted, slow, neurotic, volitile and, in some cases, the near-psychotic who need treatment. In a short time we learned to handle many types of disciplinary situations. I learned how to keep order, handle intruders who came into the classroom to disrupt, how to gain and hold attention, and how to laugh at myself and let the class

laugh without losing control. I think if a teacher can function and be effective in an inner-city school, he can do a good job in any school. It is not difficult to teach motivated kids - kids with some sense of priorities - kids who realize that you don't stay out of school for a month to earn money to rent a limousine for the prom. The students I taught were present-oriented. Tomorrow is not important until it is here.

This is the kind of teaching I want to do and I don't think I would ever have known it if I hadn't been a part of this program.

There were flaws in the program. The student teacher does not learn to do the paper work that is involved in, say, running a homeroom. As part of the program, he might be assigned for a time to a homeroom teacher to learn clerical and other procedures. The student teacher should have some background in remedial reading and phonics. The program should be started around October and continued through the year with course requirements taught and remedial work given.

Carl Nicholson - English

I felt very proud and fulfilled with my experiences at West Side. One knew he was getting across to his students when he saw the results of a child's work.

Let's talk a little about the general atmosphere of the school. As far as violence, muggings, fights and prejudice, it is average for any public school. Because I was white, I didn't feel that my students, who were all black, felt any animosity. They acted as other kids act. There were good kids and ones not so good. I don't know whether

I'm crazy or sick, but I'm going back there to teach, if they want me.

When talking about a new, experimental program, criticisms are bound to arise. I have a few and I'll talk about them, but first I'll enumerate my points of agreement. The idea of giving credit for certain courses and/or student teaching is excellent. With this setup we could not lose. The students get credit, experience and fulfillment, and the schools receive help for their students.

The idea of going into urban schools is perfect. There, a teacher is faced with almost every educational problem.

The program should be started early in the school year. The supervision of the program by the professors was fine. They lost some effectiveness, however, in the seminars, which should be cut in half in time and days.

Was the program worth it all? The overwhelming answer is "yes".

Bob Mancini - Biology

The program was a most beneficial experience for me as a sophomore at Seton Hall. It gave me an idea of how school systems work, what to expect from students, and most of all, proved to me that urban communities need not be in the state that they are in now. These kids can be helped if people would only start to see for themselves what is going on. They should not look at the ghetto school as something hopeless. Before the program I had little idea what teaching is like but

now I feel I have gained a good background as to what to expect. I gained experience in lecturing, grading, testing and getting the cooperation of kids. The students taught me and I taught them.

The afternoon seminars were sometimes too long and boring; but a lot of good discussions about the program came out of them. Overall, they were useful. The program has a good future and should be done on a yearly basis. It will benefit the schools, students, teachers, and college students. It's a great opportunity for college students to gain more confidence in teaching. I have been inspired to think seriously about teaching in urban schools.

Vailsburg High

Patricia Reinhard - Social Studies

I thought I would be educating the students of Newark. I found instead I educated myself. To be able to communicate to students not only on a teacher-to-student level but also on a person-to-person level is important. To be aware of the problems of a student is necessary in order to teach that student. A teacher's home life and social life play an important part in the learning process.

The program was a success. The student gained help in subjects and were made aware that someone cares. They were surprised that someone would pay to teach them. As a result of the program, I find myself considering teaching in urban schools.

In our education courses we learn philosophy and ideals, but they do not prepare a person to cope with a student who doesn't want to

learn. Idealism and realism are necessary in teaching, and a student of education must be made aware of both.

Ellen Maxwell - English

All of a sudden, during a seminar, Dr. Reiners, Mr. Duffy, Mr. Boccia and Mr. Menza spoke about extending the program as an all-year-round project. I believe that this will mean a fresh, long overdue trend in teaching the disadvantaged. The program would be an inspiration to any potential teacher as it has been to me.

The seminars were a vital part of the program. All were helpful; Mr. Misurell of Vailsburg on drugs; the demonstration of the overhead projector; the one with Mr. Hunt of West Side; and the one that included the West Side Senior.

Most important was capturing the attention of five needy students, trying to explain in the best way possible and seeing smiling faces and nodding heads as they understood what I was teaching. These experiences gave me unusual and beautiful feelings.

Patricia Blauvelt - Social Studies

I now realize the importance of good teachers. Also, with the drug problem dominant, I see the deep responsibilities that a city teacher faces. I also see the importance of keeping lines of communication with students open. I see the need to be firm with understanding. Yelling, screaming and ordering causes students who are just "nerve-rackers." But there must be a way to reach them. I just have not found it yet.

One thing I learned at Vailsburg is that the students are just like other students. They face the same problems and find the same types of misunderstandings as do suburban students.

My most significant experience was putting into practice my philosophy of education. Previously, I could express it in writing, but here I could apply ideas concerning development of the whole child, understanding of each student as an individual, showing empathy and warmth in order to communicate; and teaching in the spirit of love.